

Cluster 3, Module 1: Week 13

The Writing Academy, LLC
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3rd Grade Weekly Pacing Guide | Prompt Analysis & Thesis (Central Idea) Writing | Extended Constructed Response (ECR) with TREES

Essential Question: How can shaping a WHY or HOW prompt and finding the conflict help a writer create a clear thesis (central idea)?

Passages: "Why We Need Laws" and "The Lunchroom Discoveries" (Low Stamina)

TEKS: 3.11A, 3.12B, 3.12B(i); Editing: 3.11D (i), (vi), (viii), (xxxii);
Spiral: 3.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** TREES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather ideas about problems, reveal three prompt shapes (circle nouns, box verb, triangle WHY/HOW), and model a thesis (central idea) that answers WHY. TLP p. 31 Deck Slide 2	A Attempt Modeled annotation: teacher think-aloud with thesis (central idea) and TREES chart (T=Thesis, R=Reason, E=Evidence, E=Explanation, S=Significance). TLP p. 32 Deck Slides 5-6	D U Discuss + Use Explain how the conflict supports a WHY thesis (central idea), then independently shape a prompt and write a complete central idea. TLP p. 34 Deck Slide 8	A T Award + Target Recognize successful shaping and thesis (central idea) writing, then revise a vague thesis (central idea) so it answers WHY with a conflict-grounded reason. TLP p. 35 Deck Slides 9-11	E Educate + Explain Teach the prompt-shaping habit, explain the TREES connection, and transfer the thesis (central idea)-writing skill to the drama's HOW prompt. TLP p. 36 Deck Slide 12
Reading Passage*	Read aloud the poem and drama. DOT unfamiliar words. Passage annotation (TLP p. 30)	Model annotation with TRACKS. Mark key vocabulary in both passages. Passage annotation (TLP p. 30)	Return to passages for conflict discussion and independent shaping. Passage annotation (TLP p. 30)	Reread for evidence: identify key details and connections to the thesis (central idea). Passage annotation (TLP p. 30)	Apply passage evidence to the writing assignment. Exit ticket. Passage annotation (TLP p. 30)
Writing* (Student Workbook)	Gather + Reveal: I prepare the ground for my ideas Workbook p. 32	Attempt: SPIN AND SHAPE SHOWDOWN Workbook p. 35	Discuss + Use: I discuss what I have learned Workbook p. 38	Award + Target: I celebrate my growth and set a goal Workbook p. 42	Explain + Educate: I teach what I have learned Workbook p. 43
Standards Block (20 min: 4 Triplets)	Writing Wk 13 Triplet 1 Editing Wk 13 Triplet 1 Writing Slides Editing Slides	Writing Wk 13 Triplet 2 Editing Wk 13 Triplet 2 Writing Slides Editing Slides	Writing Wk 13 Triplet 3 Evidence Wk 13 Triplet 1 Writing Slides Evidence Slides	Writing Wk 13 Triplet 4 Evidence Wk 13 Triplet 2 Writing Slides Evidence Slides	Editing Wk 13 Triplet 3-4 Evidence Wk 13 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral identification of prompt shapes (WHY vs HOW). TLP p. 31	Modeled annotation check; students identify thesis (central idea) matching. TLP p. 32	Day 3: independent application. Collect shaped prompt and thesis (central idea). Cluster 3 Assessment	Collect shaped prompt, thesis (central idea), underlined reason, and optional evidence. TLP p. 35	Day 5 Exit Ticket + Module Writing Assignment (transfer to drama HOW prompt). Cluster 3 Assessment WB p. 43
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C3 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C3 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.